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ABSTRACT

This handbook brings together contributions by scholars in the areas of psychometrics, assessment, and evaluation who have expertise in the application of testing and assessment in multicultural environments. The book provides a comprehensive view of various cultural issues and offers updated information pertaining to the usage of major psychological instruments. Special emphasis is placed on the fact that normative data are based primarily on samples of U.S. participants rather than on those of the specific subculture to which the individual to be assessed belongs. The tendency to ignore the variability existing among subcultures within a commonly accepted subculture is explored with illustrations of the differences in Spanish vocabulary between Mexican and Puerto Rican children. Topics covered are extensive and range from a review and integration of the most current literature on multicultural assessment issues to information about the cross-cultural usage of the most popular psychological measures. The book is divided into four parts containing 21 essays written by 41 authors. Part 1 addresses general issues in multicultural assessment. Part 2 analyzes social and emotional assessment. Part 3 investigates cognition and educational assessment. Part 4 examines emerging issues in assessment. (EH)

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